

Middle School Social Studies Curriculum Modern World Cultures – Grade 6

Description

Sixth grade social studies will focus on 20th century world cultures and geography. Students will investigate the continents, their unique features and the diverse cultures that abound.

	H I S T O R I C A L P E R S P E C T I V E S		G E O G R A P H Y A N D E C O N O M I C S	BASIC GEOGRAPHY	G O V E R N M E N T A N D C I V I C S	C U L T U R E A N D S O C I E T Y	
				EUROPE			
				MIDDLE EAST			
				ASIA			
				PACIFIC OCEANIA			
				AMERICAS			
				AFRICA			

Course Questions

Our primary goal of this course is to help students discover the tools, processes, methods, and techniques to think historically. To achieve this, the following course-long questions were designed to be considered through all units of study.

- a) How have geographic factors influenced past decisions and events?
- b) How can the five themes of geography (location, place, regions, movement, and relationships within places) be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment?
- c) How have economic factors impacted societies and governments?
- d) What role does government play in various world cultures?
- e) How can man benefit from developing greater appreciation of the various world's cultures?

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment? How can man benefit from developing a greater appreciation of the various world's cultures? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Maps, globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human activities that alter physical features. Places and regions change over time as new technologies, resources, and knowledge become available. Regions can vary in size and defined in different ways. Human settlement develops in different ways based on the culture and needs of settlers. Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology The physical environment both promotes and limits human activities. The natural resources of a place or region 	<ul style="list-style-type: none"> The Five Themes of Geography (Place, Location, Regions, Movement, Human – Environment Interaction. Geographers Tools (Maps, Globes, Map Projections) Understanding the seasons Latitude and Longitude Atmosphere (Air and Water) Weather Climate Population and population growth Population distribution Population density Migration Culture Development of culture Elements of culture Cultural change Natural resources Human effect on environment Greenhouse effect Energy and energy shortages 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Locate and identify various places of local interest, using a map of their hometown. This list will include items of specific economic, social, cultural, or historical interest. Research how social institutions meet human needs by finding newspaper or magazine articles that describe roles of social institutions. Working in groups they will create mini-dramas that demonstrate how social institutions meet human needs. Demonstrate how geographic tools are used to find absolute and relative locations. Work in groups to categorize world regional information according to the five geographic themes. They will create charts or other graphics using computer technology to share their information with the rest of the class. Create maps that show regions or nations where conflict has arisen because of geographical issues as well as create maps that show regions or nations where cooperation has occurred as a result of geographical issues. Examine an event from history such as the migration of people into North America, indicating the geographical factors involved. Findings will be presented as illustrations. Create illustrated time lines showing major events in history that resulted from geographical conflict. Portfolio pieces, explaining what the study of history and geography teach people about conflict can be developed. Prepare videotape showing relevant geographic features in the local area. After viewing the videos the class should hold a round-table discussion to consider the impact of geography on the community.

Course/Grade: **Middle School World Cultures**

Unit: **Basic Geography**

Suggested Length: **2 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	impact its political, social, and economic development.		

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in Europe? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in Europe? How have economic factors impacted societies and governments in Europe? What role does government play in Europe? How can man benefit from developing a greater appreciation of Europe? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. 	<ul style="list-style-type: none"> Boundaries Physical Geography Landmarks Historical Figures Industrial Revolution Major Cities Imperialism Nationalism Alliances Czars Communism Scientific Revolution Urbanization Culture centers Ethnic groups Unique features of regions or cities Architecture Trade Religion Development of democracy in Great Britain Values Traditions 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Design a coin for a single European currency and present coins to the class explaining reasons for the symbols and letters included. Develop an illustrated timeline for a particular region or country. They will include at least ten highlights for the region within a particular time period. Work in pairs to write and deliver a short speech that a current leader of Russia might deliver. Speeches should take into account issues concerning the environment and the reduction of nuclear weapons. Create mock passports, utilizing an instamatic camera. Work in small groups to assemble a public-relations package for a city of Europe. The package should present either positive or negative reasons for a unified Europe. It should include a letter that briefly summarizes the group’s position, a bumper sticker with a slogan, and a poster or leaflet that could be placed in a store window or town library. The groups will share their public-relations plan with the rest of the class. Visit Russian cities using the Internet and create a brochure on Russian culture for a city. Research a European country including various aspects such as history, cultural achievements, holidays, currency, famous people, etc. Explain how Russian geography has influenced its people. Identify the Alpine mountain system and the Northern European Plain. They will compare the climate of Northern Kentucky with that of Northern Europe, Central Europe, and Southern Europe. Make an illustrated chart of famous people from an assigned European country. Including each famous person’s name, birthplace, birth and death dates, and achievements. These will be posted in the team areas and added to periodically.

Course/Grade: **Middle School World Cultures**

Unit: **Europe**

Suggested Length: **8 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<ul style="list-style-type: none">• Places can be made distinctive by human activities that alter physical features.• Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology.• The natural resources of a place or region impact its political, social, and economic development.		<ul style="list-style-type: none">• Research major trading partners of European countries and prepare reports and graphs that reflect the economic activity of each.• Create a chart listing five countries of Europe. For each country they will list the climate, vegetation, and natural resources.• Create a culture/society bulletin board using actual postcards or ones they create illustrating as assigned nation's unique cultural features.• Create and maintain a "Current Events in Russia", or any nation, bulletin board. Current clippings from newspapers, magazines, etc. will be used to keep the board updated.• Create a banner for an assigned country reflecting its key industries and its resources.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in the Middle East? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in the Middle East? How have economic factors impacted societies and governments in the Middle East? What role does government play in the Middle East? How can man benefit from developing a greater appreciation of the Middle East? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human 	<ul style="list-style-type: none"> Boundaries Physical Geography Landmarks Historical Figures Major Cities Culture Centers Ethnic Groups Unique features of regions or cities Architecture Trade Religion Values Traditions Cultural Diversity Cultural Diffusion Economics Climate Natural Resources 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> In this Writing for Understanding activity students view and identify cultural elements in eight slides depicting various scenes in the Middle East. Then, they write a postcard summarizing their initial impressions of the cultural similarities and differences in the Middle East. In this Response Group activity students learn about four major geophysical features of the Arabian Peninsula – deserts, oases, coastal plain, and mountains – and explore how the people of each region have adapted to its geography. In this Social Studies Skill Builder students use population data to code a map of the modern Muslim world. Then, the teacher holds a class discussion about the spread of Islam and the diversity of Muslims around the world. In this Social Studies Skill Builder students create spoke diagrams depicting key aspects of Christianity, Islam, and Judaism. Then, they examine each others’ diagrams, take notes, and discuss the similarities among and unique characteristics of the three major religions in the Middle East. In this Writing for Understanding activity students analyze and compare demographic data from nine Middle Eastern countries – Egypt, Iran, Iraq, Israel, Kuwait, Lebanon, Saudi Arabia, Turkey, and Yemen – and summarize the data on one country for a regional handbook. In this Experiential Exercise students assume the roles of Jews and Palestinians to understand how Jewish immigration into Palestine between 1918 and 1948 affected each group. Then, they learn about Jewish and Palestinian claims to the British Mandate of Palestine and draw parallels between history and their experience in class.

Course/Grade: **Middle School World Cultures**

Unit: **Middle East**

Suggested Length: **3 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<p>activities that alter physical features.</p> <ul style="list-style-type: none">• Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology.• The natural resources of a place or region impact its political, social, and economic development.		

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in Asia? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in Asia? How have economic factors impacted societies and governments in Asia? What role does government play in Asia? How can man benefit from developing a greater appreciation of Asia? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human 	<ul style="list-style-type: none"> Physical features Boundaries Cultural diversity Land utilization Cultural diffusion Population density Regions Economics Climate Natural resources Trade Religion Governments Ethnic groups 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Work in groups to create an annotated relief map of China. Read appropriate novels such as <u>Dragon Wings</u> and create collages representing the ancient traditions found in modern Chinese family life. Prepare journal entries about life in a Chinese village after researching data. Write editorials that may be used as portfolio pieces analyzing the pros and cons of Japanese – Asian / U.S. educational systems after conducting research, visiting with a guest speaker, etc. Research and present oral reports about the ways in which the Vietnam War and culture have influenced the U.S. Create flashcards for a game about Southwest and Central Asia each containing clues to the regions’ physical geography. Write a series of fictional diary entries that describe life of a student as part of a kibbutz, nomadic tribe, port city, holy city, etc. of the Middle East. Diary entries should be written to reflect the educational, social and work activities of the student. Create an illustrated timeline that shows major events and leaders of Israel, Saudi Arabia, Kazakhstan, Iraq, etc. Work in groups to prepare a “newscast from the past” on India’s struggle for Independence. Research how grains such as rice, millet, and wheat are used in the foods of Asian countries. Students will prepare a dish using one of these grains and share with the class. Prepare a brochure highlighting aspects of an Asian city that they are assigned. Develop a card game based on Asia’s various religions Create a “Declaration of Independence” for an Asian nation after researching the colonial power, struggles, etc. Prepare brochures comparing life in North and South Korea. Research the demilitarized zone between North and South

Course/Grade: **Middle School World Cultures**

Unit: **Asia**

Suggested Length: **8 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<p>activities that alter physical features.</p> <ul style="list-style-type: none">History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.The natural resources of a place or region impact its political, social, and economic development.		<p>Korea. Topics should include soldiers' duties, wildlife, history, etc.</p> <ul style="list-style-type: none">Create a cutout map of an assigned Asian country indicating rivers, natural resources, etc.Complete a map of the physical features of India and notes on the important aspects of each feature by viewing slides and listening to narration.Utilize Internet sites to research new projects designed to alter Asia's landscape such as dams, wind breaks, etc. They will list the probable advantages and disadvantages of each.Look for labels from Asian countries on clothes and other items and list the product and country. Then, given an outline map, they will locate each nation.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in the Pacific – Oceania region? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in Pacific - Oceania? How have economic factors impacted societies and governments in Pacific - Oceania? What role does government play in Pacific - Oceania? How can man benefit from developing a greater appreciation of Pacific - Oceania? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human 	<ul style="list-style-type: none"> Landforms Boundaries Culture Economics Religion Regions Landmarks Architecture 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Chart island countries given the divisions Melanesia, Micronesia, and Polynesian. Prepare reports about unique animals in this area such as platypus, kiwi, or kangaroo, explaining how the geography and climate affect the animal’s habitat. Read a folktale from this region, summarize the story and explain how the story reflects the geography and culture of the country it comes from. Investigate coral reefs and present their findings in a “news documentary” titled, “Coral Reefs Today.” Work in groups to create an illustrated, descriptive timeline of the history of an assigned country, like Australia, New Zealand, etc. Create charts or an import / export map to show where major countries such as Australia import goods from and where they export goods too. Create a bulletin board with current event articles related to Oceania. Utilize the Internet to research different plant and animal life that is native to an area assigned from this region and create a collage that shows information they located.

Course/Grade: **Middle School World Cultures**

Unit: **Pacific – Oceania**

Suggested Length: **2 Weeks**

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<p>activities that alter physical features.</p> <ul style="list-style-type: none">• History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.• The natural resources of a place or region impact its political, social, and economic development.		

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in the Americas? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in the Americas? How have economic factors impacted societies and governments in the Americas? What role does government play in the Americas? How can man benefit from developing a greater appreciation of the Americas? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human 	<ul style="list-style-type: none"> Physical Features Boundaries Economics Religion Climate Environment Culture Regions Important Figures 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Work in groups to research America’s relationship with its northern and southern neighbors. They will consider issues such as trade relations, boundary concerns, resolving disputes, treaties, etc. and prepare a report to be presented to the class. Make a list of physical features shared by the United States and Canada in order to locate, label, and color these shared physical features on a map. Research natural resources important to the United States, Canada, and Mexico in order to make a poster showing where it is located, how it is used, how it is processes and where it is sold. Create a bulletin board of some of the physical features of the United States and Canada. This may include photos, postcards, magazines, pictures, etc. Work in groups to produce a guided tour of an assigned Great Lake focusing on wildlife, industry, human settlement, environmental issues, etc. Prepare a map illustrating the Mississippi River and its tributaries and major cities along each. Select a river of the United States and research a commodity traded along it. Create two collages of products traded between the United States and Canada and the United States and Mexico. Sort the fifty states into four regions, label a map and highlight or color the four divisions. Locate news stories related to regions of the United States and write a summary of the article to be shared with the class. Label a map indicating Canada’s provinces, major cities and major geographic features. Create material for an “Americas Culture Fair” representing food, people, geography, etc. of an assigned country. Create wall maps of Central and South America using the

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<p>activities that alter physical features.</p> <ul style="list-style-type: none">History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.The natural resources of a place or region impact its political, social, and economic development.		<p>overhead and butcher paper. They will outline the countries, and indicate major geographic features such as mountains, rivers, lakes, deserts, etc.</p> <ul style="list-style-type: none">Create postcards for an assigned country illustrating the nation's natural features, architecture, culture, etc.Identify three "sights they would like to visit" in an assigned city on a trip throughout Central or South America. They should describe the three things they would want to see in writing and present to the class, along with visual representation.Role play actors in the construction of the Panama Canal and prepare a skit for classroom presentation.Create a model of a canal lock.Create a travel brochure for an assigned Central or South American country representing government, major cities, religion, geographic features, holidays, sports, food, etc.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
<ol style="list-style-type: none"> How have geographic factors influenced past decisions and events in Africa? How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environment in Africa? How have economic factors impacted societies and governments in Africa? What role does government play in Africa? How can man benefit from developing a greater appreciation of Africa? 	<p><i>Program of Studies:</i></p> <ul style="list-style-type: none"> Analysis of geographic factors Five geographic themes for interpretation and organization. Understanding of economic concepts as they apply to individuals, societies, and governments. Analysis of how governments reflect and impact culture. Examine the concept of culture in the modern world <p><i>Core Content:</i></p> <ul style="list-style-type: none"> Governments exist in various forms All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives. Conflict and competition may occur as cultures emerge and develop. Compromise and cooperation are possible choices for positive social interaction and resolution of conflict. Productive resources are limited and do not satisfy all the wants of individuals, societies, and governments. Economic systems include traditional, command, or market. Modern economies use a “mixed system” that has features of all three. Personal, national and international economic activities are interdependent. Different factors affect where human activities are located and how land is used in urban, rural, and suburban areas. Places can be made distinctive by human 	<ul style="list-style-type: none"> Physical Features Boundaries Climate Cultural Achievements Governments Conflicts Regions Natural Resources Vegetation Wildlife Adaptation and Modification of environment Agriculture Trade Kingdoms Religion Independence Environment 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Create a world map mural using only masking tape and butcher paper. Students will compare final product to a world map so that they can analyze perspective, size, location, etc. Research a country in Africa and prepare booklets indicating vital statistics such as population, type of government, climate, latitude and longitude, etc. Create a visual guide for geographic terms, such as bay, peninsula, inlet, strait, isthmus, etc. Create artworks, such as masks, to exemplify the cultures of the various regions of Africa. Select an African nation and create a collage using data representing the various culture groups of that country. Create a wall map indicating major geographic features of the continent of Africa. Work in groups to examine how various geographic regions address economic issues of production, distribution, and consumption. The groups will present their findings in the form of computer-generated images. Critique three examples of African artwork observed on a field trip to a local art museum. Role-play the various groups represented in apartheid, including government officials, white and black citizens, leaders of both sides, etc. Create booths for an African American celebration representing food, music, literature, science, religion, art, holidays, etc. Work in groups to research and prepare a meal representative of a region in Africa. Prepare a two-minute news report including information about the challenges that the newly independent African countries face and suggestions about how to meet those challenges. Work in groups to create a wall map indicating major geographic features.

Essential Questions	Connections to Program of Studies and Core Content	Content	Suggested Activities
	<p>activities that alter physical features.</p> <ul style="list-style-type: none">• Maps, globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.• The natural resources of a place or region impact its political, social, and economic development.		<ul style="list-style-type: none">• Visit Africa Online and read about famous Africans who have influenced Africa's history. They will write a report about the individuals they studied and possibly send it to the site to be posted.• Research desertification and the impact it has on the lives of people living near affected areas. They will use the data to prepare a newspaper indicating what causes a desert to grow and what governments, conservation groups, and others are doing to prevent the growth.• Work in groups to research the physical features of an area and design and build a home in which local people might live.• Trace a path between two African cities and describe the physical features, climate, vegetation, regions, and political boundaries that would be crossed during a journey between the two cities.• Keep a record of news stories about African countries in the news.